

## Advanced Tibetan

TIBE 3003-3503 (3 Credits)

### Nepal: Borders, Identity, and Community Resilience

*This syllabus is representative of a typical term. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from term to term.*

#### Course Description

Tibetan language is an important tool of communication to study and understand Tibetan diaspora. Our *Advanced Tibetan* language course is tailored to fulfil the need to acquire advanced Tibetan language skills in a short span of time. This course exposes students to advanced literary as well as colloquial Tibetan vocabulary, grammar, and sentence structures, with an emphasis on enabling students to develop literate as well as oral proficiency. The students learn modern standard Lhasa dialect, which is customarily used (at least as a lingua franca) both by Tibetans within Tibet and in exile.

Having achieved advanced level competence, this course will broaden literary and colloquial language skills and the ability to understand the use of the language to express a range of ideas from religion to food to politics. Your advanced deployment of Tibetan will be applauded by Tibetan speakers who see this achievement as a sign of particularly profound respect and cultural sensitivity. You will attain a high level of colloquial proficiency and increasingly sophisticated skills in reading of literary and popular texts by the start of the Independent Study Project (ISP) or internship.

Language classes commence right at the beginning at orientation and continue till ISP (Independent Study Project) or internship time. All written materials are studied directly in Tibetan script and not in a phonetic system. Vocabularies, grammar, sentence structures and tenses are effectively introduced in lessons thoughtfully planned around topics most relevant to daily lives. Besides Tibetan script, students are expected to use Wylie (universally accepted system of Tibetan transliteration).

Through a combination of formal class and oral training with Tibetan conversation partners, students can expect to achieve the necessary skills to carry on an advanced level conversation in modern Tibetan. Students are encouraged to practice their Tibetan outside their classes, in homestay, excursions and ISP/internship as well.

The course is composed of two components: language class and conversation partners' class, which is split between drills and conversation with the conversation partners.

- **Language Class** (one hour/five days a week): A native Tibetan speaker and a non-Tibetan instructor teach selected points of grammar as well as expressions useful in daily life. From the very first day onwards the students will be introduced to the fascinating world of Tibetan grammar and Tibetan grammatical categories which are quite special (even unique). For example, in the Tibetan language, letters have genders, and verbs

are conjugated depending on the presence or absence of volition, and whether one has direct knowledge versus inferential evidence, etc. Students memorize vocabulary lists in addition to submitting written homework. Students are required to learn the grammatical structures in order to be able to take two quizzes a week in which the new vocabularies and the grammar are assessed.

- **Conversation Partners' Class** (one hour/five days a week): A precious 1:1 learning session with trained native speaker. This class allows the students to practice the material introduced in class as well as talk about topics of their individual interest. The students use as little English as possible in these hours. This helps the students get a real, thorough practice. In the meantime, they digest grammar rules and vocabularies.

Although we expect dedicated students to achieve advanced communication skills, students wishing to interact substantively with Tibetan speakers during their ISP/internship should nevertheless be ready to request collaboration with a translator.

### Language Levels and Placement

Students are placed into appropriate language course levels based on oral proficiency interviews conducted during orientation in Nepal.

### Learning Outcomes

Upon its completion, students should be able to:

- Understand and use a broad Tibetan vocabulary to manage an academically developed range of formal and colloquial conversational topics;
- Write and read both Uchen (*dbu-can*) and Umé (*dbu-med*) scripts with some proficiency;
- Speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics;
- Develop advanced level vocabulary for reading and writing essays;
- Read with contemporary Tibetan literature, political, poetic and/or religious;
- Describe topics related to the program theme;
- Discuss special fields of competence and interest with ease;
- Support opinions and hypothesize on a broad range of concrete and abstract topics, including both popular and specialized.

### Course Requirements

#### Methodology

Each week entails: ten hours of teaching (grammar and vocabulary sessions, drills, and sessions with conversation partners). While on excursion, formal language classes will be intermittent, but students will nevertheless be expected to use their previously gained language skills in the field and will be evaluated on these efforts.

#### Useful Texts

- Oertle, Franziska. (2019) *Bod skad snying po. The Heart of Tibetan Language*. Library of Tibetan Works and Archives (LTWA).  
—Textbook: [https://drive.google.com/file/d/1EYKEpix2PNnvUfIFil5wpqYlgk\\_imJqP/view](https://drive.google.com/file/d/1EYKEpix2PNnvUfIFil5wpqYlgk_imJqP/view).  
—Book of exercises: <https://drive.google.com/file/d/1HMHulfDxpPO22ogpayRYPI8PHKFh5qsP/view>.  
—Audio recordings: <https://www.franziska.in/the-audios>

- *Bod rgya tshig mdzod chen mo*. (1993) Beijing: Nationalities Publishing House.
- Goldstein, Melvyn. (2001) *The New Tibetan-English Dictionary of Modern Tibetan*. Berkeley: University of California Press. Available in Indian edition.
- Goldstein, Melvyn. (1984) *English-Tibetan Dictionary of Modern Tibetan*. Berkeley: University of California Press. Available in Indian edition.
- Tibetan & Himalayan Digital Library (THDL) Tibetan to English Translation Tool. <http://www.thlib.org/reference/dictionaries/tibetan-dictionary/translate.php>. For online usage, as well as instructions to download offline version.
- Tournadre, Nicholas & Sangda Dorje. (2003) *Manual of Standard Tibetan: Language and Civilization*. Ithaca: Snow Lion Publications.

### **Daily Class Schedule**

- We have one hour's Tibetan language class followed by one hour's conversation partner class every morning from Monday through Friday.
- Each class begins with a review session. Students are drilled and each and every student is invited for active participation, which ensures each student's attention in the class.
- Quiz is conducted twice every week for constant assessment of the level in which each student is. The following classes are then planned and structured accordingly.
- Students are given daily assignments. They get help from conversation partners and homestay families to complete the assignments. After assignments are submitted, students get them back the next day with feedback and corrections. As the pace of language class is pretty fast, prompt feedback ensures much needed prompt removal of any doubts or confusions to be able to move forward to new chapters.
- Teaching assistant is available throughout the day from Monday through Friday should the students have any question regarding Tibetan language.
- At the end, before students set off for their ISP/internship, they give their final written and oral exams.

### **Evaluation and Grading Criteria**

Instructors evaluate each student's performance based on following criteria. Final grades are assigned by the Academic Director in consultation with the language instructors on the basis of each instructor's evaluation, each student's own self-evaluation and the Academic Director's observation of each student.

### **Methods of Evaluation**

#### **Grammar (10%)**

Grammar is an integral part of any language. It governs the composition of word order, conjugation, tenses etc. Grammar is evaluated by going through students' homework, test papers and speech.

#### **Vocabulary (10%)**

New vocabularies are introduced with the introduction of every new lesson. Some vocabularies are given more importance than others based on how often the vocabularies are used in daily lives and in the class. Students are also expected to acquire more vocabularies from conversation partners, homestay families and books and practice them.

#### **Comprehension (10%)**

Students are graded based on their ability to comprehend statements or questions and to answer or carry on the conversation accordingly.

### **Pronunciation and Fluency (10%)**

Native pronunciation is not expected. However, students' pronunciation should be clear and comprehensible to classmates and others. Fluency is also taken into consideration.

### **Motivation and Attitude (10%)**

Students are expected to be positive and enthusiastic towards the host culture and language class, and to be positive, encouraging and helpful to their classmates as well.

### **Attendance (10%)**

Students are expected to attend all classes. If students get sick or have an important appointment, they need to inform the teacher.

### **Language Use Outside Class (10%)**

Language use is not limited to class. Students need to use Tibetan as much as possible with Tibetan people and among themselves.

### **Tibetan script (10%)**

Reading and Writing.

### **Progress (20%)**

Students' progress is evaluated based on homework, quizzes and exams.

Oral proficiency interviews are conducted at the end of the semester to provide a measurement of students' overall linguistic progress.

**Grading Scale:** The grading scale for all classes is as follows:

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
Below 64	F

### **Expectations and Policies**

Class attendance is mandatory and unexcused absences will reduce the language grade (see attendance policies in the front matter of the syllabus).

Show up prepared. Be on time, have your assignments completed and points in mind for clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions in class. Teachers are highly respected in Nepal and among Tibetan and Himalayan peoples. Your polite and engaged behavior is expected.

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

Respect differences of opinion (classmates', teachers'). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

## SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.